



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
In-state toll free 1-888-231-9393  
www.opi.mt.gov/IndianEd

# Model Lesson Plan

## Social Studies

### Grade 3 - Topic 1 - The Reservations: Learning About Many Montana Indian Cultures

#### Stage 1 - Desired Results

##### Established Goals:

- Students will know and locate the seven Indian reservations on a map of Montana. (SS3,6; B4:1-4,6; GLE 3.1)
- Students will use appropriate geographic resources to gather basic information about MT Indian Reservations. (SS3 B4:1-2,5; GLE 3.3.3)( Montana highway maps are readily available and provide geographic information.)
- Students will know that there are differences among tribes—i.e., languages, cultures, and government (SS3B3,7; SS6B2,4;GLE 6:3.2)

##### Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 3:3.1)
- They are shown on Montana maps, and should be identified and labeled by their reservation titles. (GLE 3:3.3)
- Maps can be used to identify and locate MT Indians; geographic differences help in looking at cultural differences. (GLE 3:3.3; RDG 3.j,k)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboiné, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 3.3.2; GLE 6:3.2)

##### VOCABULARY/CONCEPTS:

NEW: Government, Reservation, Crow, Northern Cheyenne, Dakota, Assiniboiné, Gros Ventre, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead.

##### REVIEW: Tribe, Culture, Maps.

##### Essential Questions:

- What are reservations? How many are there in Montana? What are their names and locations?
- What are Indian tribes? What tribes are located in Montana?
- Each tribe lives in a different place in Montana. What are some differences between \_\_\_\_\_ tribe and \_\_\_\_\_ tribe?
- What maps can we use to identify tribal reservations and home lands? Given a choice, which map would you like to use

##### Students will know...

- Inquiry process steps are useful guides when we need to find information and make reports about our new knowledge. (GLE 3.1.1)
- The steps, which include:
  - a. Identify a question or a problem, and write it.
  - b. Locate resources and materials that can be used to answer our question or problem.
  - c. Gather (write down) the information that can be used to answer the question or problem.
- Create a new product (such as a report) from the information gathered.
- They should make sure that the report uses their own words—they should not copy a report word-for-word.
- Good readers evaluate the information they find; (SS GLE 1.2; RDG GLE 3.h; ML 1.4.4)

##### Students will be able to...

- Define tribe, culture, reservation in their notebooks and on class assignments.
- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Talk about their map and share information from it with others.
- Identify some tribes with some of the reservations; preferably, students should know the tribe(s) associated with at least two of the closest reservations to their school. Students on reservations should know the tribes associated with their locale and at least one other reservation in Montana.
- Talk about the characteristics of several tribes, using their notes and work sheets they have produced as they compared information about tribes.



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- Good readers evaluate the information they find, and decide its usefulness for the work they are doing. (SS GLE 1.2, ML 1.4.4, RDG GLE 3.2)
- Good readers identify their purposes for reading and select material to meet the purpose. (RDG GLE 3.h)
- Good readers compare and integrate information from two sources. (RDG GLE:k)
- Good readers set appropriate reading goals so that they target the information they need. (RDG GLE 3.g; ML 1.4.4)

- Talk about the characteristics of several tribes, using their notes and work sheets they have produced as they compared information about tribes.
- Keep a notebook or log of the new words they have learned, and review this information at intervals decided by the teacher.

### Stage 2 - Assessment Evidence

#### Performance Tasks:

- Each student produces a map which clearly shows the seven Indian reservations in Montana. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations accurately represented.
- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments.

#### Other Evidence:

### Stage 3 - Learning Plan

#### Learning Activities:

The following learning activities support the concepts taught in lesson 1:

1. A Montana Highway Map is essential for the learning in this lesson. Each student should have one to keep in their notebooks.
2. To meet goal of Understanding #2, have students highlight each reservation on their Montana Highway Map. The reservations are slightly highlighted, increase the intensity of color by using one of the neon text highlighters.
3. To meet goal of Understanding #3, use the geographic information on the Montana highway map. Talk about the topography of the land, the use of the land, what it looks like. Read the landscape.
4. Understanding #4 lists the 12 tribes. This is taught in depth in grade 4, students need to know the names at an awareness level. Use information found in the text of "Montana Indians, Their History and Location".



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### Vocabulary/Concepts Activities:

The vocabulary and concepts that are essential to this lesson are government, reservation, tribe, culture, maps, and the names of the 12 tribes. The following activities may be used to facilitate greater understanding of these words and concepts:

1. **Government:** Have students define using traditional definition. To develop understanding discuss the hierarchy of authority at school by listing from top down, rules, etc. move to family, city, tribe if appropriate. The goal of this activity is to convey the idea that in most aspects of our life there is some sort of structure that resembles a government structure with rules to follow, paperwork to do, and consequences attached.
2. **Reservation:** Reservations are lands that have been reserved by the tribes for their own use through treaties and were not “given” to them. To further understand the concept of reservations, ask students to make a list of other times and places that the word “reservation” is used (ie: restaurants, hotel/motel room, airline flight) Using a “t-chart” categorize likenesses and differences.
3. **Culture:** Culture is an accumulation of all that comprises each group or individual. This is an opportunity for students to bring artifacts that convey an aspect of their culture. Talk about it, write about it, take photos of, bring photos of make a cultural wall in the classroom. This activity will give students the broad concept of what “culture” is.
4. **Maps:** Students are aware of what a traditional map is. Review if necessary using the Montana Highway Map. Talk to students about the many other types of maps and have them create one (ie: city map, map to their home, life map, map of their street, map of a carnival). How are some of the many maps part of our daily lives?

### Teacher Notes:

This lesson will take a few weeks, as it incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also be introduced to the 12 tribes and their locations in Montana. They will differentiate some tribes, based on the languages spoken, culture, and geographic location (teachers should use reservations nearest to their school). All grade 3 students should be introduced to all 12 tribes, although they are not held accountable to name all the tribes at this grade level. Advance notice: students should be able to name all of these by the end of grade 4.

### Lesson Materials:

- Montana wall map, suitable for instruction.
- FREE Montana Highway Maps (or another map which shows the reservations, and can easily be seen by a student as he/she makes own map).
- Blank Montana student maps, suitable for third graders.
- Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
- Indicators of Quality — make an overhead and supply one hard copy to each student to include in their notebooks.
- Download the following materials from the Office of Public Instruction:
  - a. Montana Reservations Maps from the Office of Public Instruction website - [www.opi.mt.gov](http://www.opi.mt.gov)
  - b. Indians 101
  - c. Essential Understandings Regarding Montana Indians Model Curriculum